UNIVERSITY OF MYSORE.

PROCEEDINGS OF THE 12TH MEETING OF THE SENATE HELD IN THE HALL OF THE MAHARAJA'S COLLEGE, MYSORE, ON WEDNESDAY THE 15TH OCTOBER 1919, AT 1 P.M.

PRESENT.

Rajamantrapravina H. V. Nanjundayya, Esq., M.A., M.L., C.I.E., *Vice-Chancellor and Chairman.*

1. Mr. Thos. Denham, M.A.
2. ,, C. R. Reddy, M.A.
3. ,, E. P. Metcalfe, B.SC.
4. ,, N. S. Subba Rao, M.A., Bar.-at-Law.
5. ,, F. L. Usher, B.SC.
6. Rao Bahadur Mr. M. C. Rangiengar, B.A.
7. Rajakaryaprasakta Rao Bahadur Mr. M. Shama Rao, M.A.
8. Mr. J. C. Rollo, M.A.
9. Rajasabhabhushana Dewan Bahadur Mr. C. Srikantesvara Aiyar, B.A., B.L.
10. Dr. Leslie C. Coleman, M.A. PH.D.
11. Mr. V. S. Sambasiva Iyer, B.SC., L.C.E.
12. ,, F. R. Sell, M.A.
13. ,, M. T. Narayana Iyengar, M.A.
14. ,, E. G. McAlpine, M.A.
15. ,, A. B. Mackintosh, M.A.
16. Dr. Radhakumud Mookerji, M.A., PH.D.
17. Mr. A. R. Wadia, B.A., Bar.-at-Law.
18. ,, K. T. Shah, B.A., B.SC., Bar.-at-Law.
19. ,, S. Radhakrishnan, M.A., L.T.
20. Dr. H. B. Mylvaganam, F.R.C.S.
21. The Rev. A. R. Fuller, B.A.
22. Mr. B. Venkatesachar, M.A.
23. ,, S. R. Balakrishna Rao, B.A., LL.B.
24. ,, M. Ramachandra Rao, B.A., B.L.
25. ,, P. G. D'Souza, B.A., B.L.
26. Sri K. D. Rukminiamma, B.A.
27. Miss M. L. Butler, B.A.
28. Mr. B. M. Srikantia, M.A., B.L.
29. ,, B. Venkatanaranappa, M.A.
30. ,, P. Sampath Iyengar, M.A.
31. ,, R. H. Campbell, C.I.E.
32. ,, S. Cadambi, B.A., L.C.E.
33. Rajakaryapravina Rao Bahadur Mr. T. V. Arumugam Mudaliar M.B., C.M.
34. Mr. K. Chandy, B.A.
35. ,, V. Rangaswamy Iyengar, A.C.E., B.C.E.
36. ,, S. G. Forbes, B.SC., E. & M.E., MEM., A.I.E.E.
37. Mr. Nawab Gulam Ahmad Kalami.
38. ,, M. Basava Iya, B.A., B.L.
39. ,, C. S. Balasundaram Iyer, B.A.
40. ,, K. Matthan, B.A.
41. ,, B. Nagappa, Bar.-at-Law.
42. ,, K. Sankara Narayana Rao, M.A., B.L.
43. Munir-ul-talim Mr. H. J. Bhabha, M.A
44. ,, M. Hiriyanna, M A., L.T.
45. Praktanavimarsa Vichakshana Rao Bahadur Mr. R. Narasimhachar, M.A.
46. Mr. M. Venkatakrishnayya.
47. ,, S. Venkatesiah, B.A., B.L.
48. ,, V. Subrahmanya Iyer, B.A.
49. Dr. Paul S. Chinnappa, M.A., PH.D.
50. Dr. M. Srinivasa Rao, M.A., M.D., B.SC., D.P.H., and F.C.S.
51. Rajasabhabhushana Mr. Karpur Shrinivasarav, B.SC., L.C.E.
52. Mr. D. Venkataramayya, B.A., L.T.

ABSENT.

1. Sir Leslie C. Miller, Kt.
2. Mr. K. R. Seshachar, B.A., B.E.
3. Dr. W. F. Smeeth, M.A., D.SC.
4. Mr. R. Ranga Rao, B.A., B.L.
5. The Rev. W. H. Thorp, B.A.
6. Mr. B. Hanumantha Rau, B.A., I.S.O.
7. The Rev. E. W. Thompson, M.A.
8. Mr. M. G. Srinivasa Rao, M.A.
9. ,, C. S. Doraswamy Iyer, B.A., B.L.
10. ,, Mirza M. Ismail, B.A.
11. The Rev. Father Tabard, M.A.
12. Mr. S. Hiriyannaiya, M.A., B.L.
13. ,, B. Dasappa, B.A.

Before proceeding to the business on the agenda, the Vice-Chancellor welcomed the new members of the Senate and in particular Miss M. L. Butler, B.A., the second lady member of the Senate.

The following questions were then answered by the Vice-Chancellor:—

Questions by Mr. M. T. Naraniengar—

(1) Under the B.Sc. scheme there are six subjects of study in Science, *viz.*—Mathematics, Physics, Chemistry, Geology, Zoology, Botany and each is controlled by a separate department. Will the Vice-Chancellor be pleased to state to which department the subject Mathematics occurring twice in the proviso to Ordinance 65 belongs in each case?

Answer—The question as it stands hardly requires a reply as Mathematics must fall under Mathematics. But if the member wishes to suggest any alteration of treatment in

respect of the subject on this account, it can be considered only when put forward in a more direct manner.

(2) Will the Vice-Chancellor be pleased to furnish an analysis of the time-table for the 2nd year B.Sc. Class in the following form?

Section.	*Subject.*	*Hours per week.*	*Responsible Departments.*
Physics (Main) ...	(*a*) Main subject for 1918-19 for 1919-20	(*a*)	(*a*)
	(*b*) Subsidiary subject for 1918-19 for 1919-20	(*b*)	(*b*)
Mathematics (Main) ...	do	do	do
	do	do	do
Chemistary (Main) ...	do	do	do
	do	do	do

Answer.—The following statement received from the Principal is placed on the table:—

Section.	*Subject.*		*Hours per week.*
Physics (Main) ...	Main subject	1918-19	... 12
		1919-20	... 12
	Subsidiary subject	1918-19	... 7
		1919-20	... 7
Mathamatics (Main) ...	Main subject	1918-19	... 12
		1919-20	... 13
	Subsidiary subject	1918-19	... 7
		1919-20	... 7
Chemistry (Main) ...	Main subject	1918-19	... 12
		1919-20	... 10 for 1st 8 weeks. 12 for remainder of session.
	Subsidiary subject	1918-19	... 7
		1919-20	... 9 for 1st 8 weeks. 7 for remainder of session

(3) Is there a student in this year's 2nd B.Sc. class with Chemistry as the Principa subject and Geology as the Subsidiary subject? Will the Vice-Chancellor be pleased to give an abstract of the time-table for that student in the main and subsidiary subjects:—

Answer.— The following is the reply received from the Principal of the College:—

"Two students, B. S. Bhima Rao and D. Krishna Rao, joined the college two years ago and with the object of taking the B.Sc. Course with Chemistry (Main) and Geology (Subsidiary), they voluntarily spent two years with the first year class. This was necessary because the time-table did not permit concurrent attendance at Chemistry and Geology. Now that they are qualified for the Chemistry Geology combination, they find the new Ordinance stands in their way. They wish therefore to apply for a special permission in the near future to allow them to combine Chemistry (Main) and Geology (Subsidiary). Meanwhile they are attending the subsidiary subject prescribed by the Ordinance, according to the time-table scheme given above."

(4) In view of the possible revision of the entire B.Sc. Scheme as recommended by the Select Committee of Senate, is it not advisable to keep the amended Ordinance 65 in abeyance and to let the old arrangements to continue for the present?

Answer.—The opinion of the Principal will be obtained in the matter, specially with reference to the case referred to in the answer to the last question. The operation of the Ordinance referred to can be suspended only by a new Ordinance passed in due course.

(5) In connection with the recent elections to the Faculties of Arts and Science (under Ordinance 15 *b*) is it not a fact that the election proved *null and void* in respect of five members who were fellows of the University at the time of voting but ceased to be fellows soon after? Is it proposed to remove the defect at future elections?

Answer.—The election was carried out in accordance with the rules in force and with reference to the state of things existing at the time and did not prove *null and void* in any way. The member is free to bring forward such proposals as he deems suitable if he thinks that there are any defects to be remedied.

(6) Is it not desirable to have a set of rules for the election of Deans of Faculties?

Answer.—The want of such rules has not been seriously felt, but the question is before the Senate for consideration to-day.

Questions by Mr. B. Venkatanaranappa—

(7) Will the Vice-Chancellor be pleased to state with reference to the Entrance Examination:—

(*a*) the total number of candidates that sat for the examination in each of the years 1917, 1918 and 1919,

(*b*) the unmber of candidates that obtained the qualifying marks for a pass in each of those years,

(*c*) the additional number of candidates that the Moderation Board allowed to pass in each of the years?

Answers.—(*a*)

Years.	No. of candidates.
1917	244
1918	403
1919	760

(b & c) It is not considered expedient to publish information about the proceedings of the Moderation Board.

I. Announcement of the election of members by the Senate to the Representative Assembly.

The Vice-Chancellor announced that Rao Bahadur Mr. M. C. Rangiengar and Rajakaryaprasakta Rao Bahadur Mr. M. Shama Rao had been elected by the Senate to the Representative Assembly.

II. Announcement of the election of Deans.

The Vice-Chancellor announced that Messrs. N. S. Subba Rao and F. L. Usher had been elected Dean of the Faculty of Arts and Dean of the Faculty of Science respectively.

III. Appointment of members of the Board of Audit under Ordinance 25.

Mr. V. Subrahmanya Iyer proposed that the existing members, *viz.*, Messrs. M. T. Naraniengar, S. Hiriyannaiya and B. M. Srikantia do continue for another year. Mr. M. C. Rangiengar seconded.

Mr. B. M. Srikantia proposed Mr. K. T. Shah and Mr. A. R. Wadia seconded.

Mr. S. Cadambi proposed Mr. Karpur Shrinivasrav and Mr. B. Venkatanaranappa seconded.

Votes were then taken and the announcement of the election was deferred to the following day. (It was announced the next day. The following fellows were declared elected:—

1. Mr. M. T. Naraniengar.
2. ,, B. M. Srikantia.
3. Mr. K. T. Shah.)

IV. That the following scheme be adopted for the Final Examination for the B.A. Degree in Sanskrit (Optional subject) under the revised Ordinances and Courses of Study on pages 38 and 98 respectively of the Calendar:—

"Selected Subject: Prescribed Books ...	Two papers of 3 hours' duration each.
Selected Subject: General... ...	One paper of 3 hours' duration.
Translation	One paper of 3 hours' duration.

Moved by Mr. M. Hiriyanna and seconded by Mr. N. S. Subba Rao. *Passed* unanimously.

V. That in line 5 of Ordinance 74 (page 42 of the Calendar) for the words "any one subject in" substitute the words "each of the subjects of."

In moving the proposition, Mr. C. Srikantesvara Aiyar pointed out the ambiguity in the wording of the Ordinance as it stood at present and said that his proposal would be consistent with the opinion of the Senate at which the Ordinance in question was modified and also with the action taken by the University in respect of the recent Entrance Examination. Mr. B. Venkatanaranappa seconded.

Passed unanimously.

VI. That for the words "the following periods will be taken in rotation" occurring under the M.A. Degree Examination in English—*C.* A Special period: (page 123 of the Calendar) substitute the words "one of the following periods."

Mr. F. R. Sell in whose name the motion stood declined to move it on the ground that it differed from the recommendation of the Board of Studies.

Mr. C. R. Reddy moved the proposition and Mr. M. Shama Rao seconded it.

Mr. F. L. Usher supported.

Mr. K. Mathan enquired if students would have the option of selecting the subjects according to the proposition, to which the Vice-Chancellor replied that the Council would select the subjects each year.

Mr. E. G. McAlpine opposed the motion and said that the Board had, taking the case of failed candidates into consideration and also the staff at present, recommended a separate proposal and that was voted by the Council. The Vice-Chancellor stated in reply that the function of the Board Studies was merely to recommend, that it was for the Council to prescribe such books and subjects as they considered necessary and that as far as possible the Board's recommendations would be approved by the Council.

Mr. J. C. Rollo supported the proposition as he thought that it was desirable to leave the Council the greatest possible freedom in the matter.

Mr. F. R. Sell then proposed an amendment that for the words "one of the following periods" occurring in the proposition, the following be substituted :—"one of the following periods—provided that each special period remains the same for not less than three years and that, whenever a change is made, a candidate who has failed may present the period in which he has failed for the examination that immediately follows the change."

Votes were then taken for allowing the amendment.

26 were for and 4 against. The amendment was allowed.

Mr. F. R. Sell then moved his amendment which was seconded by Mr. K. Chandy.

Mr. E. G. McAlpine said that the chief object he contended was to give a chance to failed candidates.

Mr. Shama Rao said that he would support the amendment if the change was not on the ground of merit.

Mr. C. S. Balasundaram Iyer supported the amendment on the ground that the proposition on the agenda gave no indication of the general policy to be followed in respect of the question and that Mr. Sell's amendment laid down such a policy besides being advantageous both to staff and students to a certain extent.

Votes were then taken on the amendment.

37 were for none against.

Carried.

VII. "That the students who joined the II Year Class of the Mysore University in 1918, after passing the Intermediate Examination of the Madras University, and the students who failed in the B.A. Degree Examination in 1919, be exempted from answering the paper on the History of Ethics and be required instead to answer a paper on Ethics."

Mr. A. R. Wadia moved the proposition and in doing so said that the students of the kind mentioned in the proposition had no grounding in the History of Ethics in the first year class as they were all admitted to the second year class after passing the Intermediate Examination of the Madras University, in which History of Ethics was not studied by them.

Mr. S. Radhakrishnan seconded the proposal which was put to the vote and *carried* unanimously.

Proposition by Mr. C. R. Reddy :—

VIII. "That a Select Committee composed of the undermentioned Fellows with the mover as convener be appointed to consider the findings of the Calcutta University Commission and report before the end of this year on the desirability of adopting any of its recommendations either in their entirety or with such modifications as it may be deemed necesrary to introduce :—

Mr. E. P. Metcalf.
Mr. F. L. Usher.
Mr. C. R. Narayana Rao.*
Mr. N. S. Subba Rao.
Mr. J. C. Rollo.
Mr. A. R. Wadia.
Mr. K. T. Shaw.
Mr. M. Hiriyanna.
Dr. L. C. Coleman.
Dr. H. B. Mylvaganam.
Mr. K. R. Seshachar.
Mr. Nawab Gulam Ahamed Kalami.
Mr. C. Srikanteswara Aiyar and the mover of this resolution.

Withdrawn.

IX. "That in view of the report of the Calcutta University Commission condemning the present system of Secondary Education in relation to the University courses, this Senate recommend to the Government the appointment of a Commission, composed of both official and non-official gentlemen to enquire into and report upon the present condition of Secondary and Primary Education in the State from the standpoints both of general culture and of training for the University Courses."

* Not a fellow.

Mr. B. Venkatanaranappa in moving the proposition pointed out how the University was directly interested in the Primary and Secondary Education and why the present system required thorough overhauling. He referred to some of the defects and read a few extracts from the report of the Calcutta University Commission and added that those remarks apply equally to conditions in Mysore. He then exhorted the house to consider this very important subject with an open mind and to help in bringing to light the various defects that were clogging the wheels of Educational machinery and see that proper measures were taken to ensure its smooth working.

Mr. M. Venkatakrishnayya seconded.

Mr. D. Venkatramaiya considered that it was beyond the province of the Senate to go into the question of Primary and Secondary Education and opposed the proposition.

Mr. C. R. Reddy said that the house was dealing with a field which was not directly under the University and that it was inopportune to consider such a question especially when the Government had issued a memorandum inviting criticisms and suggestions from the public and were likely to deal with the matter themselves. He thought that the Government was the best judge in the matter and recommended the rejection of the motion. Mr. B. Nagappa supported Mr. Reddy.

Mr. Karpur Srinivasrav spoke in favour of Mr. Venkatanaranappa's proposition and so did Mr. M. T. Narniengar.

Mr. Thomas Denham referring to the large failures in the recent Entrance Examination said that there was a close connection between the Secondary and the University education and the Secondary and Primary and much depended upon how the Primary and Secondary education was improved. He fully supported Mr. Venkatanaranappa's proposal for the appointment of a Commission.

Votes were then taken. 25 were for and 7 against.

Passed.

X. That Ordinance 79 be amended—

(*a*) by the substitution, in lines 3, 4 and 6 of the word "qualification" for the word "qualifications."

(*b*) by the omission, in line 3, of the words "and over."

(*c*) by the substitution of the words "50 per cent" for the words "between 50 per cent and 60 per cent" in lines 4-5.

(*d*) by the substitution of the words "40 per cent" for the words "between 40 per cent and 50 per cent" in lines 6-7.

Moved by Mr. J. C. Rollo and seconded by Mr. M. T. Naraniengar.

Passed unanimously.

XI. "That the revised Syllabus and Scheme of Examination for the Intermediate Examination in Engineering as passed at the meeting of the Board of Studies held on the 5th August 1919, be approved and that the revised Syllabus and Scheme be brought into force from the current year."

Mr. S. Cadambi in moving the proposition explained that with the experience gained during these two years and on the reports of the Examiners of the recent Intermediate Examination in Engineering, the Board of Studies considered that the changes indicated in the printed memo attached to the Syllabus were necessary, that the changes in the Syllabus had been made in consultation with the Professors concerned and that the Scheme was now more or less scientific.

Mr. V. Rangaswami Iyengar seconded the proposition.

Passed unanimously.

XII. That the following clause (iv) be added to Rule 64, page 241 of the Calendar:—

"(iv) If in any such recorded minutes, speeches of members are quoted or the substance of such speeches given, a proof copy of such statements, shall be sent to the Fellows concerned, who shall, thereupon, return it within seven days with their corrections, etc. No statements should be attributed to Fellows until they have had an opportunity of examining them."

Dr. H. B. Mylvaganam moved the proposition accepting the Vice-Chancellor's suggestion that the word "seven" be changed to "five" and that the last sentence be omitted.

Mr. B. Nagappa seconded.

Passed unanimously.

XIII. That the following be inserted as Ordinance 16 (*a*):—

"The rules concerning the election of Fellows (Ordinances 41-54) shall apply as far as possible to the election of Members and Deans of Faculties."

Moved by Dr. H. B. Mylvaganam and seconded by Mr. M. C. Rangiengar.

Passed unanimously.

XIV. "That in Ordinance 6 "ten" be substituted for the word "six" occurring in the second line."

Moved by Mr. K. T. Shah and seconded by Mr. A. R. Wadia. Seven votes were recorded in favour and 13 against the proposition.

Lost.

XV. "That the special subjects prescribed for the M. A. Examination of 1920 in History, Economics and Political Science (pages 125 and 126 of the Calendar) be prescribed for the Examination of 1921 and that an alternative special subject—The Popes and Hohen Staufens—be prescribed to suit those candidates who take Medieval European History."

Mr. N. S. Subba Rao moved the proposition and said that the alternative special subject referred to therein would be included in the list printed on page 125 of the Calendar under (*g*), the rest being renumbered suitably.

Dr. Radhakumud Mookerji seconded.

Passed unanimously.

XVI. "That 100 marks be assigned to each of the ten papers for the M. A. Degree Examination in Sanskrit (page 169 of the Calendar) and that the Degree be given in three classes, the minima for passing being as follows:—

Thirty per cent in each of the two parts (Optional and Compulsory) and 40 per cent on the whole for a pass in the third class, 50 per cent for a pass in the second class and 60 per cent for a pass in the first class."

Moved by Mr. Karpur Shrinivasrav and seconded by Mr. S. Cadambi.

Passed unanimously.

XVII. "That the following scheme of classes, percentages and minima and maxima of marks be approved for the M. A. Degree Examination in History, Economics and Political Science as recommended by the Board of Studies:—

1. The Degree to be given in three classes.
2. The minimum percentages of marks required to be—
   - First Class ... ... 60 per cent
   - Second Class ... ... 50 per cent
   - Third Class ... ... 40 per cent
3. Separate minima to be required as under—
   - *a*. General Subjects ... 35 per cent
   - *b*. Special Subjects ... ... 35 per cent
4. The maxima to be—
   - *a*. Each General Paper ... 100
   - *b*. Each Special Paper ... 150
   - *c*. Essay 100

Mr. N. S. Subba Rao moved the proposition with the addition that "(*c*) Essay..... 30 per cent" be included under No. (3) Dr. Radhakumud Mookerji seconded it.

Mr. M. C. Rangiengar moved an amendment which was seconded by Mr. B. Nagappa that the minima be 30 per cent instead of 35 per cent. This was accepted by the mover.

The proposition as modified was put to the vote and *carried* unanimously.

XVIII. "That B.Sc. candidates be permitted to pass the examination in compartments, the compartments being English and optionals."

Moved by Mr. C. R. Reddy and seconded by Mr. B. Nagappa.

Mr. E. P. Metcalf moved an amendment which was seconded by Mr. N. S. Subba Rao that the words "provided that on the first occasion the candidates appear for both the parts" be added. The amendment was accepted by the mover.

25 voted for and 2 against the proposition as amended.

Passed.

At this stage Mr. F. R. Sell withdrew the following proposition which stood against his name:—

"That the following be added as clause (ii) under Ordinance 79 (page 43 of the Calendar) the existing one being treated as clause (i):—

Provided also that candidates who have passed in the optional subjects but have failed in English at the Degree Examination, shall be allowed to appear for the Degree Examination subsequently in English only."

XIX. That the following be added under Ordinance 102 (page 46 of the Calendar) :—

"In the case of the B.Sc. candidates who have passed in the Optionals but have failed in English and who appear for English at the subsequent examination, the fee shall be Rs. 10."

Moved by Mr. F. R. Sell and seconded by Mr. M. C. Rangiengar that the fee for English shall be Rs. 12 instead of Rs. 10 and for Optionals Rs. 24.

Passed unanimously.

XX. That the following be added as a clause under Ordinance 65, page 38 of the Calendar :—

"In the case of Graduates (in Science) of this University who are admitted into the second year B.Sc. class and who appear for the Degree Examination in two years, the Council shall have power to grant them exemption in English and Second Language."

Moved by Mr. E. P. Metcalfe and seconded by Mr. M. C. Rangiengar.

Passed unanimously.

XXI. "That in the opinion of this Senate the medium of instruction for girls in all stages of instruction should be mainly vernacular."

In moving the proposition, Mr. M. C. Rangiengar said that steps should be taken by the Education Department and the University to introduce Kannada as the medium of instruction and unless this was done Kannada Language and Literature would not improve. He added that, except in the University classes, Kannada should be the medium of instruction in all schools primary, middle and secondary and that English should be taught as a Second Language.

Mr. M. Shama Rao seconded the proposition and added that there should be parallel courses of instruction in English in the High School classes.

Rev. Mr. Fuller thought that the proposition was out of place if it did not apply to the University.

Mr. R. H. Campbell said that there was inconsistency in Mr. Rangiengar's speech.

At this stage the Vice-Chancellor referred to a memorial praying that the medium of instruction should be the same for girls as for boys in all stages and enquired if it should be read.

After some discussion it was decided that no action need be taken on it.

Sir. K. D. Rukminiamma strongly opposed the proposition and said that the consideration of girls' education in the Secondary and Lower grades with which the meeting was not concerned was entirely out of place. It was invidious to make any distinction between boys and girls from the educational standpoint, and so far as the acquisition of knowledge was concerned, men and women are not differently constituted, to require radically different methods of treatment. If the interests of knowledge and culture did not permit the vernacular being made the medium of instruction for boys, the same reasons applied with greater force perhaps in the case of girls, because they formed a minority and it would be unfair to snatch away the means of acquiring knowledge when their ambition was just awakened.

Regarding the evil of differentiation of treatment between boys and girls from infancy upwards, she said that consciously or unconsciously a feeling of superiority was fosterd in our boys at home which naturally found itself accentuated in society.

Continuing she said that at present, there were no suitable text-books in the vernacular There was running side by side two parallel courses of education—one on the *English* basis and the other on the *Vernacular*. But while the tender sprouts of English education had taken firm root and grown into a University, the vernacular system had been quite a failure —for want of encouragement and for want of books. It would be bad policy if at this stage of development of the vernacular, it was made the medium of instruction. If it were intended to follow the example of Japan which had progressed by confining itself to its own language or the Indian Women's University which was still in an experimental stage and, if in fact it were intended to correct our past errors and to make a new beginning, let it be made in common for both boys and girls. The one-sided application of the new principle or trial of the experiment in the field of women's education was to be highly deprecated.

Turning to the practical side of the proposition the introduction of vernaculars as the media of instruction would give rise, she said, to the necessity of opening as many sections or divisions in a class in optional subjects as there were students taking different vernaculars —unless of course, one common vernacular was imposed on all. This restriction of a common vernacular on the Mysore ladies would, it was feared, circumscribe the sphere of their usefulness which in their own interests as well as in the interests of the united nationality of India was far from desirable. Mysore ladies trained in the Mysore vernacular would find

themselves considerably handicapped, if they wished to go outside the State in India or abroad, either to better their prospects or to get a broader outlook on life.

Lastly, she said, that she had the support of Mysore ladies in her opposition to the proposition now engaging the attention of the house. The question was discussed at full length in the First Mysore Ladies' Conference held in 1918, and a resolution was passed against making vernacular the medium of instruction for girls' alone. This resolution was reaffirmed in the Second Ladies' Conference which met recently in this Capital where nearly 300 ladies were assembled. As the question touched the welfare of women most, she hoped their opinion would receive due consideration by this eminent body representing the highest learning and enlightenment in the land.

She also observed without implying the least offence to any one that well-to-do men who advocated women's education, and even educationists who strongly supported the vernacular propoganda, preferred to send their wives, daughters or sisters to Convents and Mission institutions or to employ English tutoresses at home for the sake of learning English.

The fault in the present system of English education, therefore, lay not so much in the language itself as in the method of teaching it. If the direct method were employed, we could economise both time and energy. This reminded her, she said, of the splendid address of Sir Abdur Rahim who, while supporting the English medium referred to the ease with which butlers and washermen picked up colloquial English. If the method of teaching English was improved, one of the strongest objections against the English-medium would disappear.

In conclusion, she added that the question of the vernacular medium being highly controversial matter, there was no need to hurry on the change in our educational system.

Dr. H. B. Mylvaganam in supporting Sir. K. D. Rukminiamma asked, if each state or group of nationalities were to start this experiment, what would be the social, political and economic outlook of India as a whole. It would be fatal to our national unity. The cleavage, which was fast disappearing under the unifying influence of the English language would be accentuated to the great disadvantage of the people. In Mysore alone there were people speaking no less than four languages, *viz.*, Kannada, Telugu, Tamil and Hindustani. Again if this experiment was not proposed for the boys, where was the necessity for it for the girls. We wanted the girls to be real helpmates to men in after life. How many Indian ladies, wives of high officials, were handicapped in after life from taking part in social functions, owing to their lack of knowledge in English! Women ought to elevate themselves and hold a position equal to that of men. The people of this country formed part of the great British Empire and as long as this relationship existed, and he hoped that it would exist for all times, for the orderly Government of India, so long should English language be paramount in India. This was not the age for sentiments. He looked upon education in its practical and commercial aspects. A Kannada Graduate, either a boy or a girl, had no commercial value whatever. He or she might not get a situation even in Mysore, not to speak of any other parts of India. Our girls ought to be self supporting like their sisters in the West but not dependent on others for their living. With franchise for women looming at the distance, our girls ought to be well equipped to undertake this task in the near future and this fitness could only be acquired with a sound English education.

Now looking at the insuperable difficulties to be faced in attempting to educate our girls in the vernacular. In the first place we had no suitable text books in the vernacular. Would it not be wiser and more economical that we availed ourselves of the books that were within our easy reach, than to attempt to produce incomplete and inadequate translations?

If our girls had any difficulty in understanding English texts the fault lay in our educational system. Efforts should be made to improve the educational standard of the teachers in the primary and high schools, and to prevent them from conversing in vernacular in the classes. In Ceylon they had not found any difficulty at all. A better class of teachers must be employed if we wish to improve English education. This task was not so great as the effort of translating English texts into Kannada. Even granting that the translation difficulties are overcome what was the future going to be with the Kannada Graduates? What facilities would they have for improving their knowledge after leaving school? One who knew English would have the choice of so many newspapers, journals, magazines and other literary works to keep up his or her knowledge, which facilities were sadly wanting in Kannada.

Girls desirous of taking to any professions like Medicine, Teaching, etc., would be handicapped and the only result would be that schools would be depleted in course of time. The experiment started in Poona and Hyderabad, had not proved a success and he assured the house it would never be. He did not wish to be understood that he was opposed to one learning, his or her mother tongue. On the other hand, it ought to be encouraged to the fullest extent practicable under the existing conditions. Only he wished that English might not take a second place. It was the language that would equip us to successfully compete in the struggle for existence in the modern world.

He looked upon it as an All-India-Question. The country was passing through a wave of false patriotism under which people wanted the vernaculars to take the place of English. Vernacular speeches were made in the Legislative Councils. What English had done for India in half a century by way of binding up our nationality, had not been done for ages by the vernaculars.

Mr. H. J. Bhabha said that there was considerable confusion of ideas in the controversy relating to the medium of instruction. To teach English as a language or subject was one thing and to teach other subjects like History, Geography and Arithmetic through the medium of English was another thing. Those who said that these subjects should be taught through the medium of the vernacular did not say that English should not be taught as a language or subject. As a matter of fact English could be taught from the first standard of a primary school upwards as a language by the direct method. The teaching of English could be commenced at any stage, however low by the direct method. It was of great importance to bear this point in mind. Little children picked up the knowledge of a foreign language from their mother, nurse or governess by simple practice of talking. In the French 'Ecoles naternelles' and in the schools of Belgium and Germany little children, he said, learnt English by the direct method. In a certain distinguished school at Cambridge, Latin and Greek were taught by the direct method, and even in India attempts had been made to teach Sanskrit by the direct method.

The question of the medium of instruction was also obscured by other confused ideas. It could at once be admitted that subjects like History, Geography and Arithmetic and perhaps also science could be learnt more easily and more perfectly through the mother tongue than through English. All were therefore agreed that the medium of instruction should be the vernacular in primary and middle schools. It was also at the same time agreed that it was either not practicable or not advisable or necessary to make the vernacular the medium of instruction in colleges. The point in dispute was thus narrowed to the question whether the medium of instruction in High School classes should be the Vernacular or English. If English be taught by the direct method in primary schools, then when a pupil rose to the high school stage, he should be so familiar with English that he should feel little or no difficulty in receiving instruction through English. Further it should be a standing rule for teachers in High Schools, as was the case in the High Schools of Mysore until lately, that when they failed to make an impression on their pupils by teaching through the medium of English, they should freely resort to use of the vernacular. With this proviso English could easily be made the medium of instruction in the High School stage.

There were certain communities like the Parsis, the higher classes of Indian Christians, and other advanced classes in India who did not know to speak or write any vernacular well but had almost made English their mother tongue. In their case English was learnt by the direct method from early childhood and English could become the medium of instruction in all stages. On the other hand in vernacular girls' schools generally, all subjects like History, Geography, Arithmetic should be taught through the Vernacular, but this rule did not prohibit the teaching of English in girls' schools as a language especially by the direct method. On the contrary it was very necessary that English should be taught in girls' schools during the few short years the girls were at school.

In conclusion he said that the difficulty of teaching through the medium of English would vanish almost completely if English were taught from the earliest stages by the direct method. And therefore great importance should be attached to the training of teachers in the use of the direct method of teaching English in all normal schools.

Miss M. L. Butler said that as an English woman her instinct would be to remain silent on this matter, but as she had undertaken responsibilities in connection with the education of Indian girls, and as she knew that a majority of Mysore ladies were averse to this change in girls' education, she felt obliged to oppose the proposition. She desired that vernaculars should be put on a better basis. She did not at all regard Kannada as a dead language. But the vernaculars would only receive more respect when they were better taught. It seemed to her that if the change to the use of the vernacular as medium were made, it must come as the result of forces from within. She believed that as long as a majority felt strongly that the plan of using vernaculars as media in higher education was attended by too many difficulties to make it practicable, any scheme making its use compulsory would end in failure. Some gentlemen who thought that such a scheme was ideal were afraid of attempting it in boys' education. They said "let the experiment be tried on girls; if it fails only a hundred or so will suffer." It was scarcely wonderful that women opposed so unchivalrous a proposal.

She said that she believed a large number of men did not realize how rapidly the ideals and ambitions of girls were developing. Large number of girls, other than widows, were studying at Colleges. Many were the daughters of well-to-do parents. They might never have to earn a living, but they desired the same type of culture that their fathers, brothers and husbands had received. They were anxious to serve their country.

She believed that if the Government scheme were carried through and vernacular made the compulsory medium of instruction for girls, with no exceptions allowed, many of the more go-ahead girls would seek their education outside the State, which would therefore be likely to lose their services in the future. Those who already were sent to convents and European schools when young would not join any Mysore State School later, and the cause of the vernacular would be weakened rather than strengthened.

In conclusion she said that all that Mysore women asked was that it should be possible for them to receive the same type of education as men through the medium of English in the upper stages, as long as that arrangement held good for boys and men.

Mr. D. Venkataramaiya supported the proposition saying that paucity of books in the vernacular was no argument and that social environments should be considered. Every country must make arrangement for teaching its own vernacular. Learning English and teaching English were quite different. He considered that the experiment should be tried on girls to begin with as they left schools at an early age, and had to learn if possible more than boys in the time at their disposal and added that women anxious to serve their country might learn English as a second language.

Mr. C. S. Balasundaram Iyer said that it was necessary that western culture as well as a knowledge of Science should be spread among the masses. After 50 years of English education, only one per cent of the population was literate in English. It would take a very long time for a large percentage of the people to acquire literacy in English, and it was not right that till then they should be shut out from a knowledge of Science and all that modern learning meant. It was only through the vernacular that we could reach the mass of the population. It was an educational ideal to be striven after that vernacular should be the medium of knowledge of instruction. There were no doubt practical difficulties in giving effect to it, but action should be taken now to overcome those difficulties.

So far as the proposition before them was concerned it was both superfluous and undesirable. There was no reason why there should be a difference in the medium of instruction between girls and boys. In as much as girls remained in school only for a limited period up to the Lower Secondary stage the medium of instruction was already the vernacular and to that extent the proposition was superfluous.

As regards higher study leading to the University and the professions, the country wanted a large number of women teachers and women doctors. The supply of these persons would become impossible if the secondary education of women did not lead them to the University and higher courses. It was therefore necessary to adopt the same medium of instruction in the case of boys and girls. When it was possible in the future to make the vernacular the medium of instruction for boys also, then the time would come to make it the medium of instruction for girls as well.

Mr. M. Venkatakrishnayya in opposing the motion said that girls learnt foreign languages as well as, if not better than, boys. In deciding important questions like this the conditions of girls should be taken into consideration. Most of the girls were withdrawn from schools before they attained their age of puberty. They should be made to have so much of education, vernacular or English, as would without difficulty be improved after they left the school.

In vernacular schools the question of the medium of instruction did not arise. It was only in English schools that they arose. At the last session of the Representative Assembly it was decided that after two years' vernacular education, English education should commence and should continue for five years when they were to appear for the Lower Secondary Examination.

The medium of instruction should be the vernacular till they completed the first form course. In the second and third forms the medium might be changed to English, without completely doing away with the vernacular medium. Books on all subjects except vernacular should be in English and should be taught through the English medium adopting where necessary the vernacular medium. The examination except in the vernacular should be in English. The foundation of English study should be laid in the middle school forms. The direct method of teaching might be adopted in the first and second English classes and the vernacular medium might be adopted up to the first form and English medium should be introduced in the second and third forms. Nearly fifty years experience as a teacher had convinced him that girls before their terms learnt more quickly than boys and in comparative examinations they generally excelled boys of their age.

Mrs. Rukminiamma stole a march over the boys of the Maharaja's College at one of the comparative examinations. If a good foundation of English was to be laid, girls should begin English in the vernacular second class and all subjects except the vernacular should be taught from English books.

Mr. Rangiengar by way of reply said that Government had called for the opinion of the Senate which must be expressed. The idea that the medium of instruction should be in the vernacular was gaining ground. Ideas must be assimilated. He emphasised the fact that non-language subjects must be taught through the vernacular.

Votes were then taken on the proposition.

Six were for and 31 against.

Lost.

The meeting was then adjourned to 8 A.M. the next day.

PROCEEDINGS OF THE ADJOURNED MEETING (13TH) OF THE SENATE HELD IN THE HALL OF THE MAHARAJA'S COLLEGE, MYSORE, ON THURSDAY THE 16TH OCTOBER 1919, AT 8 A.M.

PRESENT.

Rajamantrapravina H. V. Nanjundayya Esq., M.A., M.L., C.I.E.,
Vice-Chancellor and Chairman.

1. Mr. Thos. Denham, M.A.
2. ,, C. R. Reddy, M.A.
3. ,, E. P. Metcalfe, B.Sc.
4. Rao Bahadur Mr. M. C. Rangiengar, B.A.
5. Rajakaryaprasakta Rao Bahadur Mr. M. Shama Rao, M.A.
6. Mr. J. C. Rollo, M.A.
7. Rajasabhabhushana Dewan Bahadur Mr. C. Srikantesvara Aiyar, B.A., B.L.
8. Mr. F. L. Usher, B.Sc.
9. Dr. Leslie C. Coleman, M.A., PH.D.
10. Mr. V. S. Sambasiva Iyer, B.Sc., L.C.E.
11. ,, F. R. Sell, M.A.
12. ,, M. T. Naraniengar, M.A.
13. ,, E. G. McAlpine, M.A.
14. ,, A. B. Mackintosh, M.A.
15. Dr. Radhakumud Mookerji, M.A., PH.D.
16. Mr. A. R. Wadia, B.A., Bar.-at-Law.
17. ,, K. T. Shah, B.A., B.Sc., Bar-at-Law.
18. ,, S. Radhakrishnan, M.A., L.T.
19. Dr. H. B. Mylvaganam, F.R.C.S.
20. The Rev. A. R. Fuller, B.A.
21. Mr. B. Venkatesachar, M.A.
22. Mr. S. R. Balakrishna Rao, B.A., LL.B.
23. Mr. P. G. D'Souza, B.A., B.L.
24. Sri K. D. Rukminiamma, B.A.
25. Mr. B. M. Srikantia, M.A., B.L.
26. ,, B. Venkatanaranappa, M.A.
27. ,, P. Sampath Iyengar, M.A.
28. ,, R. H. Campbell, C.I.E.
29. ,, Nawab Gulam Ahmed Kalami.
30. ,, M. Basava Iya, B.A., B.L.
31. ,, C. S. Balasundaram Iyer, B.A.
32. ,, K. Matthan, B.A.
33. ,, Munir-ul-talim Mr. H. J. Bhabha, M.A.
34. ,, M. Hiriyanna, M.A., L.T.
35. Praktanavimarsa Vichakshana Rao Bahadur Mr. R. Narasimhchar, M.A.
36. Mr. M. Venkatakrishnayya.
37. ,, S. Venkatesiah, B.A., B.L.
38. ,, V. Subrahmanya Iyer, B.A.
39. Dr. S. Paul Chinnappa, M.A., PH D.
40. Rajasabhabhushana Mr. Karpur Shrinivasrav, B.Sc., L.C.E.
41. Mr. D. Venkataramaiya, B.A., L.T.

ABSENT.

1. Mr. N. S. Subba Rao, M.A., Bar-at-Law.
2. Sir Leslie C. Miller, K.T.
3. Mr. K. R. Seshachar, B.A., B.E.
4. Dr. W. F. Smeeth, M.A., D.Sc.
5. Mr. R. Ranga Rao, B.A., B.L.
6. The Rev. W. H. Thorp, B.A.
7. Mr. M. Ramachandra Rao, B.A., B.L.
8. ,, B. Hanumantha Rau, B.A., I.S.O.
9. Miss. M. L. Butler, B.A.
10. The Rev. E. W. Thompson, M.A.
11. Mr. M. G. Srinivasa Rao, M.A.
12. ,, S. Cadambi, B.A., L.C.E.
13. Rajakaryapravina Rao Bahadur Mr. T. V. Arumugam Muddliar, M.B., C.M.
14. Mr. C. S. Doraswami Iyer, B.A., B.L.
15. ,, Mirza Mr. M. Ismail, B.A.
16. ,, K. Chandy, B.A.
17. ,, V. Rangaswami Iyengar, A.C.E., B.C.E.
18. ,, S. G. Forbes, B.Sc., E. & M.E., Mem. A.I.E.E.
19. The Rev. Father Tabard, M.A.
20. Mr. B. Nagappa, Bar-at-Law.
21. ,, K. Shankara Narayana Rao, M.A., B.L.
22. ,, S. Hiriyannaiya, M.A., B.L.
23. Dr. M. Srinivasa Rao, M.A., M.D., B.Sc., D.P.H., & F.C.S.
24. Mr. B. Dasappa, B.A.

The Vice-Chancellor announced that as the result of the previous day's voting the following gentlemen were elected as members of the Board of Audit, they having obtained the highest number of votes:—

1. Mr. M. T. Naraniengar.
2. ,, B. M. Srikantia.
3. Mr. K. T. Shah.